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AIFEA PUBLICATION

INDIAN EDUCATION

JOURNAL OF

THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

THIS JOURNAL is the official organ of the ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS. It is published monthly. The AIFEA was founded in 1925 and today it has 55 national and state associations of teachers and educators affiliated to it, with a membership in the neighbourhood of 400,500. The AIFEA is affiliated to the WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION.

THE OBJECTIVE is to afford an educational forum for administrators, teachers, parents, social workers, psychologists, psychiartists and all those interested in the liberal education at all levels-viz., Infant, Primary, Secondary, Technical, Vocational and University—so as TO SUPPLY STIMULI TO INVENTIVE THOUGHT AND CONSTRUCTIVE ACTION.

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Editor : E. W. FRANKLIN

VOLUME IV JANUARY, 1965 No. 2

Editorial

AMONG THE material included in this number is the message of Dr. Rene Maheu, Director General Unesco, given to the teachers' organizations throughout the world on the occasion of the XIII Annual Assembly of the WCOTP held at Paris. Dr. Maheu takes great pride in the fact that he began his career as a teacher and as such he belongs to that vast company to whom is entrusted the task of preparing the citizens of tomorrow. Teachers throughout the world must feel honoured by the tribute paid by Dr. Maheu to the teaching profession. It is hoped that the four points mentioned in his short message will stimulate teachers to render more effective and efficient service.

During the winter session of the Lok Sabha the University Grants Commission' Reports for 1961-62 and 1962-63 were presented. There was a good deal of critical and stimulating discussion on the matters presented in these reports. The President of the Federation and the Chairman of the Editorial Board of this journal, Professor D. C. Sharma made a speech in the Lok Sabha on this occasion. This also is included in this number.

The articles deal mainly with the general position of teachers in India and the essential qualities which should be aimed at in our educational process. The writers have dealt with their topics ably. Mr. Panda has set out in his article the major aspects of the problems confronting teachers in India. Mr. Shamsuddin has presented the results of his practical enquiry addressed to two hundred and fifty teachers selected through a random sampling method. The status of the teachers in this country needs considerable improvement, both in its economic and social aspects. The country employs hundreds and thousands of teachers who prepare educated and responsible persons, capable of playing their part in the varied activities of the nation. No concerted efforts are in evidence in regard to the improvement of their lot. It is sad to note that in desperation teachers are led to adopt means for the amerioration of their conditions which are sometimes at variance with their profession.

Increasingly the teachers' organizations in this country are adopting procedures of negotiation and organized representation of their case in preference to unethical methods of agitation for their demands. The general status of the teaching profession in this country can only be raised by an effective effort on the part of a unified teachers' organization.

Mr. Kakkar has described the basic functions of teachers in a changing society. He has rightly pointed out that poor teaching is a reflection on the teaching profession but that it is largely the result of unimaginative curricula and syllabuses which teachers are expected to teach. He has pleaded that teachers must assume direct obligation for improving the quality of teaching. This again is possible only when they have a strong well-knit organization.

Mr. T. R. Sharma has outlined various factors which constitute quality in education. Although his observations are intended for Punjab they are applicable throughout our country We hear a good deal of talk about the falling standards. It is well to remember that quality in education is dependent upon a number of inter-related factors so that real improvement is possible only when the essential bases of quality education are strengthened.

In a well argued article Dr. Chaube has considered the ideals that should dominate our education. Within the

scope of a short article he has touched upon several aspects of education which need redefinition of their ideals.

Critical views and opinions on the articles in this number along with general observations on education will be welcomed for publication.

MESSAGE TO TEACHERS

by RENE MAHEU, *Director General, UNESCO, Paris*

(UNESCO DIRECTOR-GENERAL RENE MAHEU gave a luncheon for the Executive Committee and other officers of WCOTP on 4 August, 1964 in Paris. At the conclusion of the luncheon, M. Maheu made a statement which he described as "a very personal declaration." It was not intended for publication, but due to the kindness of M. Maheu we have received permission to make it available. The following is M. Maheu's message to the members of WCOTP.)

"I do not want to make a speech or even to propose a toast, but there are four things that I particularly want to say to you.

"First, please believe that I am and remain one of you. I am a teacher by profession. I come from a family of teachers. My participation in the teaching profession has always been a source of pride to me, and I shall always feel that I belong there.

"Second, I hope you will never forget that Unesco is your organization. It is true that its full name includes the words 'science' and 'culture', together with 'education.' However, you do not need to feel concerned about the relative importance of education. It certainly stands first, both in the name and in fact, though education is inextricably interwoven with science and culture. I therefore urge you to consider Unesco as an organization which has to serve you, the teaching profession, as well as its member governments in order to attain its aim—an organization in which and through which you, in return, can best serve mankind and thus accomplish your full mission.

"Thirdly, like Unesco, your Confederation, if it wants to be true to itself, must be world-wide in its impact. It may be that, again like Unesco, not every part of the world yet belongs to WCOTP, but still everything we do is or must be meant to be of influence and importance to the entire world. Both you and ourselves must realize that the world, if it is culturally diversified and even divided from the ideological

point of view, is also essentially unified to an ever-increasing degree, if only as result of the spreading of mdern technology. Above all we must bear in mind the overwhelming moral aspiration of mankind towards unity, and its slow but irresistible progress towards this goal. As you persist in your efforts to make the Confederation more truly a world organization, both in the scope of its membership and in the nature of its objectives, you will more fully discharge the duties which are implicit in the name you carry.

"Finally, I earnestly hope that every member of WCOTP will be aware of the importance of the work we in Unesco are trying to do, and that Unesco can, and will, continue to broaden its co-operation with the World Confederation of Organizations of the Teaching Profession."

UNIVERSITY GRANTS COMMISSION

(*Speech delivered by Prof. D. C. Sharma in the Lok Sabha on the occasion of the discussion on the U. G. C. Reports for 1961-62 and 1962-63*)

As I LOOK at the educational landscape of my country, so far as higher, degree and post-degree education is concerned, I have a feeling of bewilderment. I feel that the universities of this country can be divided into three clases. There are the affluent universities, which are called the Central Universities; there are the needy universities, which are the residential universities and then there are the indigent universities which are the affiliating universities. Lord Beaconsfield said that England could not prosper if there were two nations there, one rich and the other poor. I say, the cause of higher education in this country cannot prosper if there are three nations amongst the universities in this country. Unless that is done away with, I think, the University Grants Commission is not fulfilling its functions. I would, therefore, say to the Hon. Minister of Education who, I know, has a receptive mind and is a progressive person that he should scrap the old Act of the University Grants Commission.

I submit very respectfully that the old Act has got to go and egalitarian treatment, equal treatment, has to be provided to all these three types of universities in this country. We cannot have a favoured-nation treatment reserved for the Central Universities. They take away most of the money. We cannot have residential universities being treated as poor relations and we cannot have the affiliating universities, like the Agra and the Punjab Universities, and others, treated as orphans of the stock. I think, the sooner this thing is done away with, the better it will be; otherwise whatever reports the University Grants Commission may produce, however eloquently–and I know, our Education Minister is capable of high flights of eloquence–the Education Minister may put forward the case, the educational landscape of my country will grow bleaker and bleaker in days to come and there will be very little of improvement.

I say that from one point of view. The Hon. Minister of Education in his Convocation Address to the Delhi University said that the establishment of universities had become a status symbol and that every State wanted to have universities. If a neighbour State had three, the other State said, ' Why can I not have three at least, if not four ?" If the multiplication of universities is to proceed so fast and nobody can check it from being so, because after all, the establishment of a university is the States' concern, I think, the sooner you do away with this artificial, self-imposed, arbitrary distinction, the better it will be.

I ask you one question and it is this. What is the salary of a teacher of the Delhi University ? I do not grudge them the salary; I want them to get more. What is the salary of a teacher in the residential University ? It may be perhaps a par in some cases. But what is the salary of these teachers in the affiliated colleges all over the country ? If you compare their salaries with the salaries of the teachers in Delhi and other places, you will find that there is a world of difference between the two salaries. I know the University Grants Commission doled out some money to some States, perhaps to all the States in India, so that the salaries of the teachers should be upgraded. But the University Grants Commission has got the habit of taking the horse to the water, making it drink one or two cupfuls and then taking back the water from the horse. How did it happen ? They gave some salaries for five years and said, "We cannot do any more." All the teachers of the affiliated colleges are suffering. Their salaries have been cut dawn, I know some of the teachers of my State met the Education Minister and told him that with the result of the withdrawal of the grant of the University Grants Commission their salaries had been downgraded. I think this is the worst kind of injustice that can be practised upon any teacher.

The other day, I read statement made by the Director of the Council of Scientific and Industrial Research saying that he had given four grades for the scientists and I felt happy to see those grades. But I ask you this. What is good for residential Universities, what is good for Central Universities, should also be good for the affiliated Universities. Therefore, my point is this that in the matter of allotment of funds, the University Grants Commission should look not to the status of the Universities, one situated in Delhi, another

situated in Aligarh and the third one situated in Banaras and so on. The distribution of funds of the University Grants Commission should be made in proportion to the numbers which the Universities serve in proportion to the area which they cover and in proportion to the number of teachers that they have. I feel that the University Grants Commission, established in a democratic country and founded with the best democratic ideals, should not perpetrate undemocratic procedures. As the Constitution says, everybody is equal in the eyes of law, so I say, every teaching institution whether it is on the plains or on the hills or any where else, should be given an equal treatment. That is my first point.

My second point is this. I am glad the Hon. Minister paid a very deserved tribute to the Chairman of this Commission. I endorse the tribute that he paid to him. He is a very eminent scientist; he is a very reputed professor and I think, all the fine words he said about him are deserved by him. But I ask you one question and it is this. Here is the Education Commission which I welcome and that Commission, I think, has half a dozen permanent members, if not more. If I am wrong, I may be corrected. They are going to get a regular salary every month. They are given free quarters. They are being treated as Visitors and I am glad that the Education Minister has given these people the status which they deserve. This Commission consists of permanent members. I do not see where the justice lies that the Chairman should be a part-time man. The Chairman is part-time in the University Grants Commission because he is also the Chairman of the Education Commission. He is a part-timer here and a part-timer there. He may be a part-timer in the Defence Science Organisation; he may be a part-timer in the Delhi University. I ask you : How can a person who is a part-timer in two places or four places can become a full-timer anywhere ? If you want to take the University Grants Commission seriously, if you want to take the Education Commission seriously, you must entrust it to a person who can devote his entire time to it, his undivided attention to it, his whole time to it. I do not think we can run a Commission with the help of a part-timer. I think that will be doing injustice not only to the Commission but also to that great gentleman who is incharge of the destinies of this country. I know much about the University Grants Commission than perhaps many members of this House. But I do not want to say anything more.

Now my third point is this. The Education Minister was very wise when he said that we are trying to reduce the rigour of examinations by having examinations only on instalment basis and not one examination at the end of three years or two years, something like that. I welcome his statement. I ask here one question : What is happening in Delhi University ? What is happening in other Universities ? Here, in Delhi University, they thought that they will divide the annual examination in two parts, the Previous and the Final. Now they say, "No ! We will have an examination at the end of two years." A wholesome practice which came into being as a result of the deliberations of the University Grants Commission is going to be put in cold storage and unfortunately it is contagious and the disease is going to spread in my University. There also they say, "We should not split it up into two examinations but we should have one examination." Therefore, it is no use giving us provisions which are very good, very wholesome; it is no use telling us what should be done. What we want is, we should be told what has been done.

My fourth point is this. The Education Minister said yesterday, and I felt happy, that 100 national scholarships are being created for meritorious, but needy students. I welcome this move. I think if there had been such a thing when I was a student or when some of us were students, when Shri Mahavir Tyagi or Shri Nambiar was a student, in that case these two persons would have been able to pass the B. A. degree examination. But in a country which consists of about 47 crores of persons, do you want to have only 100 scholarships. It is not doing justice to the student community. I think, and I firmly believe, that the number of scholarships should go up very considerably, because I feel that with a hundred scholarships you cannot make the frustrated young men of today think of the future with equanimity or feel the glow of freedom or feel the benefits arising from the University Grants Commission. A large percentage of the money which is given to the University Grants Commission should be set apart for students, because what is the good of putting it on buildings and all that kind of thing if the students starve and do not get anything ? I hope I have placed some of these points as clearly as possible.

TEACHERS IN INDIA

by SURENDRANATH PANDA, *Lecturer, Department of Education, Regional College of Education, Mysore*

PUBLIC SPEAKERS, great leaders and memorable documents have never been tired of referring to teachers as 'Nation-builders', 'the determining factor'. But a different picture emerges when one turns from the eulogies of the politicians and official reports to the actual position of the teachers in India. The tremendous advances in education have not been accompanied by a commensurate esteem of those who dispense that education. Very few countries live upto their verbal professions of faith in the gratitude for the teachers. In India the teachers remain the 'forgotten factor' in the blue-prints of educational reform and re-construction which is unpardonable because we have always prided ourselves on the culture and things inherited from our teachers of the 'Tapovana' days.

In ancient India there was a close and cordial relationship between the teacher and pupil like that of a father and son. This vital relationship we miss today. Who is responsible ? Every country and every society gets the teachers it deserves. In India, the status and attractions of other professions are far above those of teaching. The status depends upon various complex factors mutually interwoven and inter-dependent—educational, economic, social and professional. We are not clear of the conception of his place in the society and his function because *we in India equate education with instruction.* The cheapness and meanness of this conception of education has had its repercussions on the profession by lowering its esteem considerably in the public eye.

The status of the individual teacher is directly related to his own competence and his personal contribution to pupils and society as well as to the total standing of the profession of teaching. Great teachers like Socrates and Plato are accorded high places in history along with great religious leaders like Budha, Christ and Mohammad. For them it seems that no limit can be set to the power of a teacher. The status relates to his place in the prestige system of the

society and it is determined by his own individual efforts as well as by the collective contributions, both past and present. Occupation, income, education, race, religion, age and talent are examples of factors people emphasize when assigning presumed worth to one another.

I. Economic and Social :

Economic factors in a materialistic world are apt to loom large and to dominate the scene. The teacher cannot live on spirit. None can dispense true culture if he has to struggle to keep his body, mind and soul together in a desperate bid. Though a teacher has higher aims in life and though money is not the only criterion, yet he has to live and not merely exist. Though the scales of pay of the teachers of different categories have been revised, teachers have hardly had a 50% increase in wages so that even manual labourers, postmen, office assistants and chaprasis are better paid than the elementary school teachers. So teaching has become a job—a mechanical and commercial undertaking with strikes, growing indiscipline among students, sale of examination papers, and promotions, compulsory private tuitions and other malpractices.

The chances of their future improvement are also very rare. The ambition of a graduate teacher is fully realised when he becomes a proud headmaster. Hence it is impossible to get the best men to adopt this profession.

Teachers are not provided with lodging facilities. They do not get any family allowance, no special allowance is given to them in case of any emergency as in small countries like Argentina, Belgium, Denmark, Indonesia, Thailand etc.

The teachers are not entitled to travelling privileges or fare reductions as in Ceylon or Turkey.

Last of all, even the triple benefit scheme recommended by the Secondary Education Commission has not been formulated though twelve years have passed. There is no justification for variations in the grades of teachers working in government schools and in schools conducted by local bodies or private agencies. In the private and aided schools they do not get their salaries regularly, what to speak of the allowances, provident fund, insurance and pension benefits.

Social factors in a caste-ridden society play another important and determining factor. They are despised and looked down upon because of their relative isolation from the normal everyday life around them. Even now the village teacher has a definite service to do and is looked upon as a guide and adviser. But the teacher in the town is cut off from his fellows. He feels himself too proud to mix with the workers and the members of the other 'learned professions' with whom he has the most spiritual and cultural affinity are not prepared to mix with him owing to his poverty and low social status.

II. Professional :

Professional factors make his status low, because, the teaching profession in India lacks the standing it deserves, quality of preparation, high professional standards in service, unity and mutual co-operation. The preparation and training given in elementary school teachers is deficient in quality and woefully inadequate; there is no definite and clear-cut professional standard in service.

Disunity and dissension within the profession is another drawback. Teachers in India have their own caste : those of secondary schools belong to the upper caste with their own associations, maintaining little contact with the teachers of the primary schools, enjoy better salary scales and conditions of service, jealous of their rights and privileges.

The security of service is absent in most of the private institutions. Some private schools are mere commercial ventures and the tendency is to run them cheap. Teachers fail to find out who is the headmaster and whom to serve. They are made victims as well as tools of malpractices. The graded scales of salaries are not paid, increments depend solely upon the whims of the Managing Committee and the personal influence of teachers. Startling variations exist in salaries, nepotism and favouritism are rampant, maximum work is extracted from teachers with little time for extramural activities. Dismissal on flimsy grounds is common.

III. What are the remedies ?

The prestige of education as a whole must be raised through press, cinemas and radio. People should be made to realise that instruction is relatively a minor aspect of true

education. A true understanding of the concept of education will raise the status of the teaching profession—the difficulties, complexities and the vital importance.

(*a*) *Economic* :—The salaries and conditions of service, security and stability of the profession need radical change with complete break with the past with better scale of pay to attract people of good quality. Inequality and unnecessary divisions and mutual bickerings are to be eliminated, financial worries should be removed. There should be in India, as in England, a basic scale for all teachers with accelerated increments and extra allowances for those with higer qualification or whose work demand more.

(*b*) *Professional* :—Ultimately, the whole responsibility lies with the teachers who should insist that only adequately trained and qualified people are allowed to teach, the public do not differentiate between the trained and untrained teachers. They should get together to arrange their own house by setting and maintaining, their own standards and codes of professional ethics and behaviour. They should organise conferences, seminars, workshops, refresher courses and keep in touch with the latest educational developments and psychological research.

Above all, before blaming others to ameliorate our own conditions, we should have an introspection regarding ourselves. How can we improve ourselves ? We have to raise our efficiency and sense of self-respect and show that we are doing some yeomen service to the cause of our nation. We have to raise ourselves to a high level of self-sacrifice, efficiency and national service. We have to break the erroneous tradition that money is the only criterion for respect, dignity and status by emulating the instances of the gurus of ancient India. But for all these, we have to organise ourselves into one single union not to defy the government but to ameliorate our own condition—professional and academic and develop our own growth through cool calculation and orderliness. This All India non-political professional associaion with a hierarchical organisations at the provincial and district levels with representations from all educational levels-primary, secondary and college-will be able to do some honest, useful work pertaining to education and professional growth of the teachers. It is not impossible

for this All-India Association to influence the government in formulating the educational policies of the different states and the country at large. It can bring out newspapers, reports of new educational experiments in foreign countries or various grievances of the teachers of different parts of the country, thus providing an incentive to the teachers to work in union.

Because of the large turnover, teaching has been called 'a procession rather than a profession'. State Departments in consultation with the Teachers' Associations and other interested parties should draw up tenure systems that will give teachers of non-government schools security of tenure on a par with that of their colleagues in government service. Arbitration boards or Committees should be set up to look into the appeals and grievances of the teachers and to consider matters relating to suspension, dismissal etc.

(*c*) *Social* :—Relative economic parity and security of service, good working conditions and a high professional status will be accompanied by Social Status. Artificial barriers between teachers and society should be broken by allowing the teachers a free scope to participate in civic and local affairs.

IV. Conclusion :—

Improvement in education, whether quantitative or qualititative, can not be secured without the efforts of teachers who are to direct the whole process of education. At all times the teacher is the pivot of the system of education. This is specially the case in a period of basic change and reorientation. Upon the quality of teachers depends the quality of education.

During the present day, it is a happy sign that everybody has felt the depressing state of affairs in the case of the teachers and has attributed the cause to administration, the government and society. The Secondary Education Commission has been of the opinion "that the most important factor in the contemplated educational reconstruction is the teacher—his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community."

In our country also things have been improving steadily though slowly. New experiments have been carried out in the Training Colleges, Regional Colleges of Education; seminars, in-service programmes have been organised to develop professional qualities, attempts have been made to improve their salaries, to establish Holiday Homes for the teachers, to facilitate the education of their children etc.

The UNESCO study has revealed that the teacher occupies an honourable position in American life; he is the best educated, well secured economically and highly respected in the society. He has more leisure to travel, for cultural pursuits and professional self-improvement. Though he has a lower standard than physicians, lawyers and people engaged in commerce, he compares favourably with them in economic security as well as general respect accorded to his work.

The International Team on "Teachers and Curricula in Secondary Schools" have given a comparative picture by stating that in Europe and the United States though there is a disparity of pay of the teachers and people of other professions yet the educational authorities feel that they are receiving a more nearly fair share. Their economic status is equal to that of other public employers. The UNESCO team as well as the International Team have recommended that the employing authorities should assume the responsibility for providing lodging facilities to their teachers, family allowances should be granted to them, concessions should be given in cases of travelling, special allowances should be given to them in extraordinary cases.

If the present Education Commission instituted by the Government of India want to ameliorate the conditions of the teachers, they should take into consideration, the various factors that have encouraged the workers of this teaching profession in other countries. The trible scheme as advocated by the Commission of 1952 along with timely increase of the pay-scale along with other economic facilities should be introduced in order to save the teacher from the constant thought of managing his family. Those who have similar qualifications and undertake similar responsibilities should be treated on par in the matter of salary irrespective of the type of institution in which they are working.

In addition, the states are quite reluctant to provide educational facilities to the teachers' sons or daughters—this

dampens down the initiative, provide the teachers with ample facilities, like travel concession, holiday homes, housing schemes, medical relief and the general amenities of life-then demand work from him. Free him from economic difficulties, give him the social status—you can get the best from the teacher. Create facilities for his professional growth by organising seminars, courses and workshops—everybody can see that like the engineers, technicians and others, the teacher is ready to put his shoulder to the wheel of progress. You are free to acknowledge the work of an engineer and a scientist but how many of us acknowledge the work of a teacher. It is but recently that the State Awards and National Awards try to give some status to the teachers.

In this regard our universities, and our teacher training institutions should open their eyes after long and deep slumber and do some research work towards the effective training of the teachers to accelerate our progress in education enabling us to fulfill our desired and cherished aims—democratic citizenship, secularism, national integration, socialism and a harmonious allround development of the individual and community at large.

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THE TEACHING CAREER

by SHAMSUDDIN, *Professor, Training College, Bilaspur.*

" NO SYSTEM of education can rise higher than its teachers. "

Rapid expansion in the field of education in India has resulted in the establishment of hundreds of Higher Secondary Schools and enrolment of thousands of students in them. Consequently the demand for school teachers has sharply increased. In order that the real purpose of education may be fulfilled, the persons recruited to the teaching profession should be well qualified, efficient, trained and highly interested in education. To determine the quantity and quality of teachers required to meet the needs of modern schools, I conducted a small piece of reserch work and tried to investigate the factors which influence the choice of school teaching as a career among the persons employed in the profession of teaching.

The research was conducted according to the normative survey method. Main tools of collecting the data were the questionnaire, literature on the subject and personal visit to schools and interviews with the teachers, needs of the educational institutions, administrative officers and other persons interested in the field of education. Looking to the vastness of the population of teachers at various stages of education, the area of work was limited to the secondary school teachers of the chhattisgarh region in M.P.

The questionnaire were issued to 250 teachers selected through a random sampling method. These included both the men and the women teachers from government, semi-government, and private schools. The questionnaire return was 80%. The data collected from the teachers was mainly regarding the external (situational) and internal (personal interest) factors which influenced them to make choice of school teaching as their career of life. Besides, the information regarding the socio-economic background of the teachers and the existing conditions in schools was also gathered to appraise teaching as a profession and to suggest ways and means for their improvement.

After the detailed analysis and interpretation of the data, important observations were made which led to the following conclusions.

Most of the teachers do not think of school teaching as their career in life from the early school stage and hence do not purposely plan and prepare for it. They enter it by chance without any previous thought about it. Nearly three fourths of these teachers had some other career goals such as that of doctor, engineer, administrative officer etc., but latter on had to join the teaching profession.

Majority of the teachers joining the teaching career have mediocre intellect and do not indicate any high calibre. Nearly half of them are deprived of the educational opportunities at college level and have to carry on their education as private candidates. For want of financial support, some of them take up either partime or full-time jobs to carry on their education.

Among the external or situational factors greater percentage of the teachers are influenced by the family circumstances (the burden of the family and the job necessity). The rest of the teachers are influenced by a number of other factors including the easiness of the job, monetary gain in the form of tuitions, attraction of number of holidays and vacations etc. In the absence of any educational and vocational guidance the teachers had to depend on the suggestion's of either parents or well wishers or friends to make choice of this career.

Among the internal or personal interest factors nearly one third of the teachers are influenced by the "liking for the teaching work" and another one third by the 'desire to continue further studies.' Remaining one third teachers are influenced by the number of other factors including 'desire to serve the society through this profession', 'attracted by the peaceful working conditions of school', 'liked the independent life of a teacher', 'had a liking to work with children' etc.

As regards the socio-economic background of teachers it is observed that majority of the teachers come from the lower middle or middle class families where economic factors play a predominant role in the choice of a career. The career of teaching having little economid incentive, may have a negative influence on its choice by the teachers.

Regarding the existing conditions in schools it is observed that the teachers in general are over burdened with work

including both the teaching as well as other duties such as office work, library work, hostel work and the work of extra-curricular and co-curricular activities. The work load being heavy, they hardly get time to study and increase their knowledge or do any research work in education.

As regards the satisfaction or dissatisfaction of teachers in the profession, nearly half of the teacher population indicates dissatisfaction over the 'meagre salary', 'little time for recreation or paying heed to the household responsibilities', 'low standerd of life' and 'no saving for any future emergency' in the profession of teaching. However, with all these dissatisfactions of teachers towards the existing conditions in schools, most of them will not leave the job even if offered more money in some other job. This speaks of the teacher's liking for the teaching work. The conditions of work improved in schools, may find greater attraction for teachers to put their best in the teaching profession.

On the basis of the above findings, following suggestions are made for the improvement in the teaching profession.

The teachers should be mentally and psychologically prepared for the teaching career right from their high school stage. Help may be taken from pamphlets, magazines, films and filmstrips dealing with teaching career, to arouse interest in students for the career of teaching.

Along with the subject 'psychology' already included in the diversified courses of Higher Secondary schools, a subject like 'education' containing the elements of the principles and practice of education should also introduced to give an opportunity to the prospective teachers to prepare a background for their future career of teaching.

Guidance and counselling services should be made available in every higher secondary school. So long the trained career Masters and Guidance Officers are not available, some of the teachers on the school staff should be prepared for the work through a short term course in guidance and counselling.

Greater educational opportunities be made available to the promising young men and women to teachers to prepare them both academically and professionally for the career ef teaching. Special grants and scholarships should be awarded to the students having special interests and aptitudes for the teaching career.

To ensure better supply of teachers, an effective system of recruitment of young men and women to the teaching profession is necessary. For this I would suggest the formation of an 'Advisory Body for teacher Recruitment' on state level. It will be an unofficial body consisting of the representatives from various schools, colleges, training institutions, employment bureaus, teacher's association, parent's body. etc. to offer advice, help and guidance in recruiting the teaching personal according to the requirements in the schools.

The status of teaching profession should be raised in the public eye. Teachers should be publicly honoured at special occasions and should be given high place in the prestige system of the society. The exploitation of teacher's services for any sundry activity by the high class executive officers should be stopped.

The economic status of teachers should be raised to a still higher level as the present revised scales of their pay and other concessions offered to them are largely nullified by an increase in the cost of living. Also the teachers should be granted free medical aid of members of their family, free education to their children upto higher stage, loans for performing the marriage of their children and travelling concessions to go on study tours and holiday relaxations.

Conditions of work in schools should be improved. The work-load of the teachers should be lessened to enable them to devote more time for studies and preparation. The teachers should also be encouraged to conduct research on the burning problems of the day.

Education should not be dominated by the caprice or whims of the political parties in power, but guided by the experts in the field of education. Lastly only those who have genuine liking for teaching, who are well qualified and who have a patriotic bent and will to serve, be selected and retained in the teaching profession.

I am confident that the suggestions made above will not only help in the greater supply of teachers, but will also ensure the better quality of teachers leading the improvement in the standards of education in the country.

TEACHING — AN UNCHANGING TASK

By S. B. Kakkar, *Professor, Govt. Training College, Jullundur*

No Change :

Significantly discernible are the changes occuring in every other field of endeavour in this dynamic world of today, but teaching stands essentially unchanged. Teachers still teach much as they did in say the last three decades or so. Class-room practices have undergone no worthwhile transformation, and teaching routines remain unaffected inspite of warnings galore to improve schools and colleges. The causes of this deplorable tardiness are too deep-rooted to be eliminated so easily. It would therefore be essential to examine them more closely in a bid to effect some changes in teaching and in the processes of education.

Why No Change :

A teacher finds no clear-cut evidence of his effectiveness; the cause lies in the nature of his work. No fool proof methods of gathering the consequences of his teaching are available. He fails to know of the precise extent to which students have learnt as a result of his teaching. The students may show gains in learning after they have been tanght by him for a period, but it is not possible to attribute the gains to him. Other factors may have operated simultaneously.

Having no satisfactory mode of measuring his performances by the results produced, he naturally resorts to guesses and sometime fallacious inferences. He chooses a course of action in teaching from among the many courses of action available to him thinking, though in fact blindly, that his choice would be most effective. He goes ahead and performs his task pursuing the course of action he choose, but he at no stage of his progress gets a clear indication of whether he is performing correctly or effectively. In short he is groping in the dark.

Resort To Sidelines

Consequent on this uncertainty, the teacher's attitudes and conduct are imperceptibly affected. He is tempted to neglect

teaching in favour of other activities which afford more positive proof of his effectiveness. Thus teaching suffers. When he finds that his superiors who report on his teaching are vulnerable to hypocrisy and flattery he is lured to attempt the needful in a bid to establish that his teaching is effective since he finds no other means of establishing it. He is hesitant to examine indirect evidence of his teaching effectiveness. He is impelled to observe routinised habits at the expense of good teaching.

Failing to establish a concrete proof of his competency, the teacher like a doctor or a lawyer is obliged to self-evaluate, chiefly on the basis of others' judgement as distinct from the carpenter or other skilled expert who knows his success by enjoying the product he himself manufactures. But whereas the success of a doctor is indicated by the patients' repeated calls and that of a lawyer by the clients' future bookings, it is not so in the case of a teacher. For the teacher his students' repeated visits to remove difficulties is a sign of the teacher's failure, not success.

The social evaluation of the teacher's work, as reflected in his salary, indicates that public approbation of his work is lacking. This reduces his worth, importance or dignity in the eyes of students who then tend to be indifferent while he attempts to educate them. Frustrations in the class room compel the teacher to compensate. This he does by side-ways, such as teaching private tuitions, staging theatrical shows, or other school related activities in which he gets ready recognition and a sense of concrete success. Sometimes he goes to the extent of making adventures in out of profession activities like business transactions, public engagements and part time appointments with or without additional income. All these deviations and added honours may speak well of the teacher's personality and drive; but these certainly detract from his real job, his teaching errand, his instruction work. Resultantly instruction suffers, students do not get the assistance they need and the teachers do no more than staggering on the rut.

Need of Good Evaluation :

If teaching is to improve, the teacher must regularly be told explicitly and in no uncertain terms about the effectiveness of his efforts. This step alone can keep the significance of his task alive for him. Discouraged by the treatment

society metes out to him, the teacher is likely to misconstrue all measures to appraise his work. He may regard the presence of an observer critic as a threat to his privacy. He may take the rating of his performance by his headmaster as a step to demoralise him. He is apt to regard students' rating of his performance as a humiliating device. At the same time such attitudes of the teacher would hold back all the valuable information that could raise his effectiveness and build up his morale. Headmaster should create a favourable atmosphere and society should give the teacher assurances so as to avoid the development of such negative attitudes in the teacher.

The teacher's solicitude refrains him from necessary experimentation which is vital to improvement in teaching, and to dispense with traditional teaching practices in favour of novelties. His anxiety that if he attempts a different practice the results may not be so favourable frightens him; thus he dare not step out of the existing procedures which make him feel secure and smug. But he must gather courage and be enterprising enough to try and if successful adopt innovations. Failure in such trials need not lead to his self disparagement, It should instead stimulate him to embark on more and different trials. This perhaps is the only sure way of bringing improvement and changes in teaching tasks.

Need To Be More Resolute & Stable :

The techer's job is very exacting and demanding in another sense that the number of students he has to contend with is fairly large, each student representing a unique pattern of habits, attitudes, interests, abilities and emotions some of which are in consonance with the academic requirements while some are at loggerheads with that the school or the the teacher has to offer. But the teacher is exposed to both individual and group relationships with this lot. To work effectively with all these he needs to be constantly stable, poised, tolerant and patient. If he is not so, he is always agog to exercise a rigid code of conduct, lest someone might whisper that the teacher is too goody to be able to enforce discipline. The teacher may sometimes work under the fear that students might rebel against his authority, if he has any. This makes him constantly anxious to enforce

order in the classroom. He curses, abuses and coerces the students. He uses the rod, threatens dire consequences if they misbehave" and invokes punishments. This makes the school a field of conflicting forces rather than a temple of learning which the school claims to be.

Whatever the hazards and thorns as contemplated above, there are teachers everywhere who devote their energies and attention to teaching without seeking any reward other than the inherent self-satisfaction and a sense of service. Nevertheless it would be a sheer mirage to think that teachers are a unique stock, noble and selfless, self-effacing and self-sacrificing whatever the provocations, rising above the normal human desires and weaknesses. In matters of professional service teachers should not be expected to be in any way different from other professionals. As such their pecuniary rewards, amenities and status should match those of other professions.

Teachers Must Earn Their Due :

Notwithstanding what is denied to him, the teacher cannot have and is perhaps not entitled to the recognition and status he ought to have if he is content with poor standards of his performance. He must earn his due by proving what he can do, by giving without a shadow of doubt an evidence of his expertise, his integrity, his inspiring personality, his sharp acumen. Just as a trained doctor is expected to be superior, in his accomplishment, to a compounder or a midwife, a teacher is expected to be superior in his performance and outcomes to an intelligent layment, otherwise he forfeits his claim to professional standing. He must be willing to change his attitudes. He should make deliberate efforts to improve the quality of instruction. He must welcome all attempts to assess the effectiveness of teaching so as to distinguish good performance from a bad one. One of the major causes of sustained poor teaching performance has been an utter lack of clear cut distinction between skilled performance and an unskilled one. Hence the inevitable need of a good evaluation programme which perhaps is the only protector and benefactor of a good teacher. Without such programme sham and inefficient teaching is sheltered and thus perpetuated, while good teaching equated with bad teaching stands victimised.

Poor teaching is the root cause which leads to the decrying of teaching profession and to the understatement of values which the teachers always harangue. Raise in pay and other state measures to improve the teachers' lot at best provide better standards of social living. Administrators, mainly, would remind the teachers to raise educational standards. No one except the teacher himself can do anything to improve the teaching performance. As such the teacher must assume direct obligation of improving the quality of teaching and of bringing some changes in it.

IDEALS OF EDUCATION FOR INDIA

by S. P. Chaube, *Department of Education The University, Lucknow*

For more than a century powerful forces have been operating resulting into chages of far-reaching significance in various countries of the world. Though the pace of these changes has been rather slower in the under-developed countries like India, yet we cannot fail to observe a large number of developments that have taken place in modern times even in these countries too. The under-developed regions of the world are passing through a transition in their traditionally rigid, social, economic and cultural institutions under the impact of modern science and technology. Consequently, there is a move towards reorganisation of the outmoded secio-economic institutions in the light of modern national requirements. A happy tendency has also been sensed in older countries, like India, to come out of the abyss of traditional seclusion. However, it cannot be said that all that is ancient or traditional is worthless. In fact, howsoever a country may progress in the material sense, it cannot progress in the real sense bereft of its past wherein lie its roots. One of the main and dominating characteristics of Indian philosophy of life and therefore of education has been the old pervading spirit of higher values of life transcending the very concept of mundane opluence or grossly earthly acquisitions. The flame of these spiritual values have been kept alive through the course of history even amidst devastating storms that swept the country. It is indeed the radiance of the flame of spiritualism that has illumined and glorified the life and actions of the people of this land through the ages. Hence in any development of the country in any direction this fundamental truth has got to be inevitably kept in mind. In brief, we may say that the modern edifice of Indian economic prosperity, social reorientation and cultural renaissance has got to be built on the sound rocks of Indian spiritualism which have stood many a tide of political vicissitudes and destructive upheavals caused under the swords of conquerors during the darkest days of its history.

Our constitution shows the path to a new orientation, but it has still to be put into practice in many aspects of our social, moral and intellectual life. At present we are tempted by the achievements of modern science and technology and are gradually using scientific methods of productions in order to achieve an accelerated economic growth, yet we should not lose sight of the limitations of science in solving all human problems. Along with its achievements and powers to conquer and unravel the mysteries of nature, science has also placed incredible powers in the hands of man, which if not properly used might annihilate all that is known as human civilization from the face of the earth. It is, therefore, an imperative need of the hour that humanity should be saved from total destruction and the vast store of khowledge which man has accumulated since timer immemorial should be preserved for the benefit of the posterity. This could only be accomplished through the right type of education. The role of education cannot be overemphasised in bringing about this reorientation so essential for the welfare of mankind. This naturally brings in the question of the personality of the educator and the role he should play as a leader of the society. The personality of the educator should be shaped in accordance with the educational requirements of society and the aspirations and ideals of the nation so that he may play, his role of social leadership more effectively and is actively engaged in discharging his duty towards future with faith and with a sense of security of our fundamentally essential values and requirements. The difficulty arises only when the educator is either incapable of or reluctant to play his full role and leaves the prosterity to its doom like a rudderless boat. So education must accept the moral responsibility of nurturing the young in such a way as to fit them to live in a world marked by global interdependence. For furthering the development of the emerging democracy in India, the young must be taught a new conception of social welfare in terms of rights, responsibilities, and loyalties befitting an ideal democracy. We must be prepared to recognise and organize bold institutional adjustments if democracy is to be developed without any hinderance in the country. We have already established in India the rule of law, and a democratic system of Government based on the sanctity of human personality and the fundamental rights of the individual. Happily, all these principles have been enshrined in the Indian Constitution.

India is a democratic republic and stands for justice, equality and fraternity. Hence we have to produce in our country citizens inspired with the spirit of liberty and justice having complete faith in the values of equality and fraternity. In fact, it is being increasingly realised that education can play a most significant role in the national integration and unity and in the development of a society free from the distinctions of caste, creed, sex and regionalism. So our children are to be nurtured into a philosophy of life which enables them to imbibe the true spirit of democracy and inspires them to work towards the promotion of international peace which is one of the Directive Principles of our Constitution. From these we should derive our faith and ideal working philosophy of life.

Evidently, for achieving the above aims we must consider education as a creative process. We must start with full faith in it. Education should not be merely a method for adjusting to all environments. It must be an agency to bring about a desirable social change as Dewey says.

> "The schools cannot immediately escape from the ideals set by prior social conditions. But it should contribute through the type of intellectual and emotional disposition which it forms to the improvement of these conditions."†

Our educational institutions must undertake this responsibility.

The whole background of Indian philosophy of life suggests that this world is a perpetual procession of events in which men continue to march on the journey of life. Education has to enable us to befit ourselves in that march and enthuse us with the dynamism necessary for our progress. In fact, education has to raise the standard of the people in all the walks of life and enable them to reach the lofty heights of advancement.

Since the advent of independence, our educational problems have taken new shapes; we are new required to consider wider responsibilities in education at all the stages, primary, secondary and university. Leaders in education are now supposed to give guidance in the rights and duties of

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† Dewey, J. "Democracy and Education", P. 160.

citizenship, democratic living and behaviour, and vocational preparation. Education must be of all kinds—general, literary scientific, technical, and vocational. All these types of education are to be fitted into the specific kind of social order which has been in broad terms contained in the preamble to our Constitution. To teach the specific meanings and to provide concrete educational situations where these meanings can grow in the lives of our young are the major undertakings still to be achieved.

The very conception of democracy implies that education should mean the growth of the individual. What type of growth do we want for our democracy ? We want the individual to be a good citizen.

> "who will have sense enough to judge of public affairs, discernment enough to choose the right officers; self-control enough to accept the decisions of the majority; honesty enough to seek the general welfare rather than his own at the expense of the community; public spirit enough to face trouble or even danger for the good of the community." *

Hence our ideal of education is to realise the potentialities of the individual in the above context. Here we must remember that the individual is not to be treated as a means because, in fact.

> "The individual, the particular, is the end; society, the universal, is the means. The supreme aim of education is the enrichment of the life of the individual, and the social inheritance is only a means to that end." †

Thus our educational ideal should be that of treating the individual as an end, as was the case with our ancient system of education in which a student was considered as an end and education aimed entirely at the fullest development of the individual. The society served as a means to enable the individual student to achieve his educational objectives. In the modern times also we should keep this basic fact before our eyes while shaping our present educational system.

One of the most important educational problems to-day is to resolve the conflict between science and humanism. The

* Bryce. J. : "Promoting Good Citizenship", P. 3.

† Childs, J. L. : "Education and the Philosophy of Experimentalism", P. 88.

homogeneous union of science and culture is the condition of human survival to-day. Students of arts and sciences to-day do not find a common ground for anchorage and inspiration. They do not appreciate each other's point on view. Many of our educated youths are ignorant of a large section of the world's common cultural heritage. If world peace is to be preserved, we must be able to produce young men who are imbuied with great human values and do not suffer from want of faith in man.

"The faith in man" is one of the greatest lessons that Indian culture is capable of giving. We have to promote this idea in your youth. Our philosophy of education must incorporate this elements and it must help us to resolve the conflict between science and humanism.

Our educational institutions from now on must be able to infuse in the students the ideas of constant progress, because life is dynamic and ever-changing. The danger of dogmatism, isolation, stagnation is writ large in the sufferings of the Indian people and in the pages of Indian history. Now we are to endeavour to rise above this narrowness of seclusion. Education in our country, as indeed anywhere else, should help in this great endeavour. In India this is possible only if our ideals of education are made consistent with the essentials of Indian Philosophy of life. Then alone we can hold our own face of the possible dangers of modern 'space' civilisation.

Speaking on aims of education, Maritain says,

> "It is to guide man in the evolving dynamism through which he shapes himself as human person, armed with knowledge, strength of judgment, and moral virtues while at the same time conveying to him the spiritual heritage of the nation and the civilisation in which he is involved, and preserving in this way the century old achievements of generations."‡

The ideal of education in India must fall in line with this conception of education. In order to convey to the future generation the full meaning and implications of the spiritual heritage of the nation and of the ancient civilisation, we must enable them to see an integrated picture of the whole universe.

‡ Maritain, J. : "Education at the Crossroads", P. I0.

This means that the pupil must be able to see a unity in diversity. He must understand that there is an essential unity in all human endeavours.

> "In a democratic society authority and leadership in education, as in Government, are not supposed to be lodged in the hands of the ruling group-hereditary, military, ecclesiastical, or economic. It is the very essence of democratic theory that authority and ultimate control in all public affairs should be transferred from all such limited groups to the people as a whole."*

Our Constitution recognizes that education is the obligation of the state until the child is 14 years of age. But this should not not be confused with the authoritarian Governmental control of educational policies and practices.

Speaking of democratic education, Kallen says that

> it is "a continuing process from birth to death; subordinates transmitting the past; to creating a future different from the past; makes precept a function of practice; exalts variation over repetition and encourages the free co-operation of differences to displace the regimented reproduction of identicals; prefers the doubt the enquiry, the experiment of competitive co-operation, and co-operativ competition of the sciences to the obedient credulity and unquestioning rehearsals of dogmatic faith."†

Here is a true picture of democratic education which may be adopted for India as one of the ideals of education. Evidently, educational institutions should not become mere agencies of the Government. In a democratic State the teacher should not be too free to believe in and write on controversial matters which will amount to abusing democracy and maintaining a group of dogmatists who will poison the minds of the younger generation. Happily this situation does not exist in our country.

Education of the child in democratic India should be rooted in the cultural heritages of the land in terms of both the past and present with the main aim of making a new and greater future. The present is not always the same. So the

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* Childs, op. cit. P. 27.

† Quoted in 'Education for Modern Man', P. 112. by Sidney Hook.

school begins to die both emotionally and intellectually when it ignores the needs of the presents community,

> "Man and society are conceived as interrelated. It is this concept which reinforces the belief that the curriculum of the schools be developed in relation to the nature of the community, and that education is not preparation for living but life itself. It is this concept which stresses the continuity of education and the belief that education goes on through life."‡

Thus it is with this conviction that we should conduct our education so that the people and the country may ever be on the path of progress according to the demands of democracy.

‡ Progressive Education Association, 'Progressive Education Advances', p. 11.

QUALITY EDUCATION IN PUNJAB

By T. R. SARMA, *Assistant Director, Secondary Education Punjab, Chandigarh.*

Introduction :

NO ONE should feel offended when it is said that in the flush of enthusiasm for quality, education has been sacrificed. The past few years of development in the field of education could resist no temptation to provide quantity education because the years spent under the domination of the foreign rule aimed at educating a few and educating them for limited purposes. The first efforts were naturally for quantity education. The demand for education, whatever may be the standard, was so great and pressing that even the provisions made for quality education had to be diverted for quantity education and this diversion was justified to a great extent.

The core of our next educational programme should be a greater emphasis on quality education, of course making due provision for quantity education also. The promotion of quantity education will continue merely under its own weight which is huge and great. We should, therefore, devote greater energy for quality education. Quality education implies by and large proficiency in knowledge and a standard of development in essential skills, desirable attitudes and healthy interest and habits to be inculcated and inspired in all the children. The school education rather than to be restricted to an inert curricula and passive activities has to be a vibrant, constructive, permeative all aspects i. e. intellectual, physical, social and moral.

In the next programme of quality education every child must grow to his/her full intellectual stature. In that case we have to recognise that all children are dynamic organisms with uniqueness of their own, which will determine the character of quality education. Let us discover the individual and work according to his requirements. The following few schemes are envisaged in programme of quality education at the secondary level :

The quality education has two important facets :

(i) Material conditions

(ii) Non-material conditions

Material Conditions :

It is a matter of common knowledge that most schools in the country are physically inadequate. They lack adequate building, accommodation, play grounds, equipment, teaching aids etc. and as such they have ceased to be something attractive and educationally conducive for the children. Without consuming more words it may be said that the Central as well as State Governments, apart from mobilising the community efforts, should find out money for providing adequate buildings, playgrounds and equipment to the schools. As a natural corollary of the primary and compulsory Education Act, secondary schools will have to accommodate a larger number of children. We will have to upgrade a number of elementary schools to the secondary level in addition to expanding the avilable facilities in existing secondary schools. Secondary schools, therefore, will feel it difficult to accommodate the additional enrolment. By the end of the III Five Year Plan the State will be having 1,8000 High/Higher Secondary Schools, private as well as Government institutions. Roughly speaking each school will require four class rooms on the average, one acre of land for play-ground and Rs. 10,000/- to replenish its furniture and other equipment. This will be required in addition to the help received from the community.

Non-material Conditions :

This aspect implies :

1. Improvement of teacher–training
2. Improvement of curriculum
3. Improvement of text-books
4. Guidance facilities
5. Better methods of teaching
6. Better methods of evaluation
7. Education of the exceptional children
8. Improvement of school libraries and laboratories
9. Research in education
10. Development of quality schools

11. In-service education programme
12. Teaching aids
13. Improvement of school administration and supervision
14. Provision of scholarships and stipends

1. Teacher Training :

Although the ideas of multipurpose school was introduced in the realm of secondary education as far back as 1958, unfortunately the training college of the State have all along been working on the old system. 50% of the training colleges of the State have to be re-oriented to the new pattern of Regional Training Colleges of the country so as to prepare teachers for the new demands of Higher Secondary Schools and Multipurpose schools. The subjects of teaching i. e. Commerce, Home Science, Agriculture etc. will have to be Introduced. New experiments of education in the Regional Colleges on the lines of Arts and Science Degree Colleges may also be attempted so that teachers are caught young and trained for newer responsibilities.

2. Improvement of Curriculum :

The enriched curriculum will require additional emphasis on activities which require initiative, resourcefulness, extra reading and inventive faculty. Some organisation has to be set up which can take up the constant revision of the curriculum. This project may become a part of the present State Institute of Education if its scope is widened to nover the problem of secondary education also.

3. Text Books :

Good books and quality education bear a very high correlation. There is widespread criticism against the type of text-books that we have in our schools. No doubt the Government of India, through the NCERT, has taken up the task of text-books preparation for Higher Secondary schools, but preparation of text books for lower secondary classes as well as the task of translating the standard works into regional languages has to be taken up by the State Government. A bureau of text-books research at the State level on the pattern of national level seems is a must.

4. Guidance Facilities :

No doubt at State level a Guidance Bureau has been set up but very little has been attempted in the direction of providing guidance facilities in higher secondary schools. As suggested by the Central Guidance Bureau, the appointment of career-masters/mistresses in all the higher secondary schools of the State and in some good secondary schools seems to be a must. This involves training as well as guidance activities. The State Guidance Bureau will have to be financed rather liberally.

5. Better Methods of Teaching :

All talk about quality education will remain empty if revolutionary changes are not brought about in the methods and techniques of class room teaching. Unfortunately the training college techniques have become outmoded and stereotype. There is very little connection between the training college practices and these of the schools. Some literature on this aspect has to be provided to the teachers free of cost. Guide books on the lines of the ones prepared by Her Majesty's Inspectorate in England may be prepared on All India level and after translation in regional languages distributed free of cost among the teachers of the country.

6. Education of Exceptional Children :

All children have to grow to their full stature depending upon the intellect and physical potentialities and as such it becomes imperative that separate institutions are created for exceptional children, which categories may include mentally backward, retarded, physically handicapped and mentally exceptional i. e. gifted children. At least in each District in each circle separate institutions for this type of children have to be created. Mentally retarded children can make use of the facilities available in the existing schools by spending greater period in different classes but the idea of double promotion given to the gifted children in ordinary schools, experience shows, have miserably failed. The great need of the nation, today, is good leaders. Seasoned and matured leaders are vanishing fast. The second line of leadership is rather weak, The gifted child puts his entire weight on the nation and as such has to be acknowledged, recognised and developed.

7. School Libraries :

The Government of India is already seized of the importance of school libraries and under the recent centrally sponsored scheme, money is being made available to different states. It is suggested. however, that more money may be given to different States to develop school libraries.

8. Research in Education :

Educational theories and practices which have stood the test of time in foreign countries, are usually recommended for transplantation on Indian soil. But the foreign climate in education being different, experience has shown that such foreign saplings can have only stunted growth here. We have to find out educational techniques and methods which suit our infant democracy and Indian conditions. 50% failures in the public examinations and colossal wastage in matters of stagnation and leakage and drop outs are some of the results of failures of foreign educational theories, when practised in India. Educational research needs no recommendation and so long as this aspect escapes recognition Indian education is bound to suffer linger. It should be better to open a research institute to look after 1,800 High/Higher secondary schools and to improve education therein rather than open another 100 schools. There cannot be improvement in quality education if educational research and experimentation remains ignored as it is. On a very large scale both at the Centre and the State level educational research has to be encouraged and fiananced. A full-fledged research bureau with district branches has to be set up.

9. Quality Schools :

'Example is better than precept' is an old ackowledged adage. Tons of lectures may not be able to achieve what an iota of example inspires. Quality education can best be preached if we start at least one quality school in each District. Such schools may be provided with ideal surroundings, buildings, accommodation, play-grounds. equipment and additional qualified staff. Such schools may be encouraged to have freedom towards curriculum construction, text-books introduction, examinations and organisation of co-curricular activities. Depending upon the success of these schools we may visualise quality education transmitting its

fragrance to other schools of the country. Each quality school will mean rejuvenating and re-modelling one of the existing schools in a tehasil area.

10. In Service Education :

Educational theories are not static. Dynanism in education compels every teacher to be acquainted with the latest theory in education. In service education if not more important is at least as important as pre-service education. Educational theories are changing fast and a teacher has to be abreast of the changes. The number of Departments of the Extension Services which cater to the needs of a limited area should be increased.

11. Teaching Aids :

A lot has been said about teaching aids. Is it not a pity that there is no organisation or a firm even at the All India level either or manufacturing or supply of teaching aids to the schools ? The quality of teaching aids available at present is ridiculously hopeless. The costs are heavy and an average school cannot afford to buy these aids. The result is instruction in schools remains dull. Every State should develop some organisation which would not only preach the use of audio-visual aids but also manufactuer and exhibit actual use of teaching aids. The scope of the existing film libraries should be widened.

12. Administration And Supervision :

An activity which is rewarding becomes all the more useful, accelerated fruitful when it has a touch of guidance and supervision. The fast approaching educational changes and heavy educational thirst and quantitative expansion compels the re-organisation and strengthening of supervisory machinery. Our teachers may not need educational inspections but they do require educational guidance. There should be made available one educational guide for every ten schools. Such officers will have nothing to do with administration, of course.

13. Scholarships And Stipends :

Poverty has killed many a genius. Talent has been seen remaining undeveloped just because resources were not available. Talented children have to be provided with not only free education but which food and clothing also. A much larger programme of providing scholarships and stipends has to be made available to the deserving children. Not only has a talented child to be supported but in many cases even his/her parents have to be financed. It is only then that they will spare their child.

DR. V.K.R.V. RAO PLEADS FOR A CENTRAL PAY COMMISSION FOR PRIMARY SCHOOL TEACHERS

Dr. V. K. R. V. Rao, Member of the Planning Commission today strongly pleaded for the setting up of a Central Commission to go into the pay structure and service Conditions of 16 lakh primary and middle school teachers in the country.

Inaugurating the seventh annual session of the All-India Primary School Teachers' Federation at the Training School at Mahendru early in November 1964, Mr. Rao said if wage boards could be set up for Government Employees, there was no reason why there could not be a wage board of primary schools teachers.

Dr. Rao said he was ashamed about the way primary school teachers were being treated in the country. Even a peon draw higher salary than primary school teachers.

University and college teachers, he said were not worse off than their counterparts in the rest of the world, but the condition of primary and secondary school teachers was simply deplorable.

Dr. Rao suggested uniformity in pay scales and opportunities for higher training for primary teachers who played a vital role in moulding the future generation. The primary teacher should not be doomed to remain in their posts for the whole of their lives as that would mean "freezing of the society."

Dr. Rao urged the teachers to develop in the younger generation a sense of human dignity, equality and fearlessness. Equally important for them, he pointed out, was to inculcate in their students a zeal for the study of science. Every State unit of the federation must emphasise this point. Science journals should be provided by the State Government to keep the teachers abreast of the latest scientific and technological developments.

Stating that the number of primary school going children had risen from 36 lakhs in 1901 to nine crores, he urged the teachers to inspire self confidence among the childern because if this was done no power could jeopardise the country's freedom.

He called upon the teachers to have a well organised sound and non-violent agency to agitate for better service conditions.

About 20,000 delegates and visitors from all over the country attended the Conference.

SAD PLIGHT OF U. P. TEACHERS

Thousands of teachers in primary and middle schools of UP are being deprived of a part of their dearness allowance under a curious set of rules.

There are about two lakh primary and middle school teachers in the State.

Each primary school teacher, according to a Government orders is entitled to Rs. 25 a month as DA. But as soon as his basic salary reaches Rs. 51 from the starting point of Rs. 47 through four annual increments, his dearness allowance is reduced by one rupee. With the subsequent annual increment of Re. 1, his DA goes down by about the same amount, so that his total emoluments remain Rs. 75.

When his basic salary rises to Rs. 53, the DA is reduced to Rs. 22. It is the same for even teachers getting a basic pay of between Rs. 53, Rs. 70. For a primary or middle school teacher with a basic pay of between Rs. 71 and Rs. 85, the DA is Rs. 24·50.

The teachers have repeatedly drawn the Government's attention to these deplorable financial rules but there has been no relief.

The State Education Department says the rules were framed by the Finance Department, while the latter argues that State Government's financial difficulties do not permit revision of the rules.

Union Education Minister M. C. Chagla who arrived here today, discussed the State's educational problems with Chief Minister Sucheta Kriplani and State Education Minister Kailash Prakash.

He was shocked to learn of the meagre salary scales of the primary school teachers. "I wonder how a human being can live as a human being on the salary given to teachers here." He remarked in a talk with the newsmen.

He said it was a shame that the State which had produced some of our greatest personalities and which had been the centre of Indian culture, should be so backward. He promised Central assistance to the State Government for financing its educational projects.

PUNJAB PLAN TO IMPROVE EDUCATIONAL STANDARD

To effect qualitative and quantitative improvement along with the expansion in the field of education, the Punjab Government has launched a three-pronged programme improved instruction, better social and economic status for teachers and effective supervisory control over educational institutions.

According to official records, there are over 30 lakh students attending 12,935 primary schools, 1,653 middle school, 1,577 high and higher secondary schools, 124 colleges and four universities. The Education Department has nearly 88,000 employees in various categories—teaching, supervisory and Ministrial.

People's donation :

The people in the State are eager for expansion of educational facilities and have donated over Rs. 87 lakhs in cash and kind during the last one year for this purpose.

The State is facing an acute shortage of teachers, especially for teaching science, mathematics, commerce and agriculture. Recently, the department advertised 457 posts and lecturer-grade science teachers but is could get only 27. Similarly, there were only three candidates for 20 posts of agriculture masters in the senior scale. Language teachers are also not available.

The department is of the view that the problem of shortage of teachers is connected with pay scales, as a large number of trained teachers are being lured away to other States on account of higher scales of pay there.

To attract persons with high academic qualifications and suitable teaching experience to improve instruction in higher classes, the State Government has revised the pay scales and status of a number of teachers in high and higher secondary schools.

To improve the economic position of teachers, the State Government has decided to make education free up to the higher secondary stage for the children of teachers whose basic pay does not exceed Rs. 250 per month. A sum of Rs. 2·25 lakh has been collected for the teachers' welfare fund.

A special committee consisting of some senior officers and heads of educational institutions has been appointed to recommend measures to raise the social status of teachers.

Change in formula:

The State Government has decided to modify the "prize-punishment formula" under which the teachers are punished or rewarded on the basis of examination results of classes under their charge. According to official reports on the working of the formula, "it has produced a lot of resentment among the teaching personnel and it has even adversely affected their integrity and self-respect."

A number of measures have been adopted to improve the standard of instruction. Experts in various subjects have been commissioned to write nationalized text-books from an inspiration angle to imbibe spiritual, moral and cultural values and instill nobel sentiments like patriotism and devotion to duty in the minds of children while they are young. The school syllabus is being revised to cut out the out-moded parts.

To improve teaching standards, the State Government has set up an Institute of English and an Institute of education. An in-service course in pedagogy for college lecturers has been introduced to enhance their teaching efficiency.

The whole supervisory system has been reorganized to effect better control over educational institutions.

FREE PRIMARY EDUCATION : PROPOSAL TO CUT SPENDING

It is now certain that even at the end of the Fourth Plan in 1971 West Bengal will be far behind in its task of making primary education to children of the 5-11 age grop free and compulsory.

One reason for this is the proposal by the Development Board for reduction in expenditure on education in the Fourth Plan. In the Rs. 300-crore Third Plan, the allocation on education was Rs. 50 crores, while the board's proposal for education expenditure in the Fourth Plan which will be double the size of the previous one, is only Rs. 49 crores.

The West Bengal Government's Education Department in its scheme outlined a programme to spend Rs. 45 crores on primary education alone. It has been cut down to Rs. 16 crores. The department's scheme suggested that to make primary education free and compulsory the State would need 40,000 teachers more, besides the existing, strength of 100,000. On teachers' pay alone the annual expenditure would have been Rs 27 5 crores. If the cost for new school buildings, distribution of free books and other amenities were taken into account the total expenditure would have been Rs 45 crores.

According to the 1961 census. the number of children in the 5-11 age group was 4·45 million. By the end of 1966, the number will increase to about 4·9 million and by the end of the Fourth Plan period to 5·6 million. The department claims that by March this year, it had been able to provide free primary education to 3·59 million children and expects to reach the 4 million figure by the end of the Third Plan. The Planning Commission target was to provide for free primary education for 80% children.

The department's Fourth Plan schemes for secondary and university level education, costing Rs. 12 crores, respectively, also suffered because of the Development Board's pruning of expenditure. The revised estimates are Rs. 15 crores and Rs. 6 crores, respectively. The total cost of the department's education schemes during the Fourth Plan was orginally estimated at Rs. 130 crores. It has now been slashed down to Rs. 49 crores.

CENTRE URGED TO TAKE OVER EDUCATION

The Rajasthan Teachers' Federation has in a memorandum to Union Education Minister Chagla demanded that education should be made a Central subject; courses and syllabi all over the country should be uniform and grades of teachers' salaries should be the same everywhere.

The memorandum says that railway concessions to which teachers were entitled in the past should be restored so that they can familiarize themselves directly with the cultural traditions in the country.

The Federation has urged that primary education should be taken away from the control of panchayat samitis, and the "35,000 teachers freed from the slavery imposed by panches and sarpanches. "With the introduction of panchayati raj in Rajasthan, primary education was handed over to samitis But it has been alleged that sarpanches make the teachers work for 12 hours in the school, force them to teach at hight schools without extra payment and make them do all kinds of odd jobs for which they do not have necessary personnel.

The memorandum has also called for grant of pension, insurance and gratuity provisions in aided institutions.

JOURNALISM COURSE IN POONA VARSITY

The Poona University has introduced a Post Graduate diploma course in journalism spread over a period of two years. The course has commenced from the academic year 1964-65.

The University has also established its own Department of Journalism to teach the course. M. D. Shanane has been appointed Director of the University Department of Journalism.

DELHI VILLAGE GETS SCHOOL FROM MEXICO

One recent morning residents of Delhi village woke up to a pleasant surprise. A steel and-plastic structure had come up in their quiet surrounding overnight.

They gathered round a group of foreign and Indian workmen unpacking crates of portable furniture and other materials outside the structure. Some of them lend a helping hand to the workmen with the fixtures inside and a school was born even before it was school time. It was a modle pre-fabricated village school with a built-in cottage for the teacher.

Among the workmen were a young Mexican engineer who specializes in pre-fabricated buildings and some CPWD overseers. The school is a gift of the Mexican Government to the Delhi Administration. The Mexican expert was specially set here to install the school at Naraina, about 12 miles from Delhi.

The school was fabricated in Mexico and is meant for 50 primary students. It can be expanded to accommodate 100 students. The teacher's cottage has two bed rooms, a study, and a sitting room. Even gas lamps for the kitchen have come from Mexico. For the students, there is a cine projector, a battery-run clock and a radio.

This same type of schools are being installed in far-flung villages of Mexico to attract teachers for employment in those areas. Teachers in Mexico, as in India, are somewhat reluctant to go villages.

A senior officer of the Education Directorate of the Administration who accompanied a Press party to the site said there was already a scramble among primary teachers to be posted to this new school. It will be formally inaugurated early next month.

OUR CONTRIBUTORS

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D. C. SHARMA

Prof. D. C. Sharma was for many years Professor of English at the D. A. V. College, Lahore. He has been Head of the Department of English in the University of Punjab and has also served on various University Boards. Has been connected with the AIFEA for a long period and has held numerous important positions in this organization. He is currently its President. He is a Member of Parliament representing the Gurdaspur Constituency.

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S. B. KAKKAR

Mr. S. B. Kakkar is Senior Lecturer in the Punjab Education Service. Has taught Psychology to degree classes. Since 1953 has been teaching B. T. and M.Ed. classes. Worked as a Psychologist with the Government of India Services Selection Board. Has a number of published article and research papers to his credit.

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SURENDRANATH PANDA

Born in 1932. Passed I. A., B. A. (Distinction), B. Ed., from Utkal University creditably as private non-collegiate candidate. All through served as an assistant teacher in primary, middle and secondary classes. Joined Radhanath Training College, Cuttack, Orissa, in 1959 and got M. Ed., in 1960 from Utkat University creditably. Passed M. A., in Class I securing the second position in History from Utkal University in 1962 as a private non-collegiate candidate. Served as Lecturer in Education in Class II of Orissa Education Service in Past-Graduate Basic Training College, Angul, Orissa for nearly two years prior to the appointment as Lecturer, Regional College of Education, Mysore.

Published several articles on current educational problems in school and college magazines.